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ABSTRACT

This study investigated minority recruitment and growth at two-year community colleges in the Northeast United States. Two major research questions were formulated to guide the investigation: (1) What factors do community college presidents identify as having an impact on recruiting minority administrators and faculty members? and (2) What strategies do community college presidents use to recruit minority administrators and faculty members? In addition to the two research questions, profiles of minority administrators and faculty members employed at two-year community colleges in the Northeast United States and the community college presidents participating in the study were developed. This paper particularly targets Black/African American, Hispanic/Latino, Asian/Pacific Islander, and American Indian/Alaskan Natives as ethnic/racial groups that are often subjected to differential treatment. Fifty-six community college presidents in the Northeast United States participated in this study. Findings include: (1) 64% of the presidents were white/Caucasian and had Ph.D.s, while only 3% of the minority administrators had doctorates; (2) 42% of administrators and 40% of faculty agreed that economic constraints made it difficult to hire additional minorities; and (3) 22% of administrators believed that affirmative action requirements--in addition to the usual methods of recruitment--significantly raised the cost of searches. Appended are: Minority Recruitment Survey; Institutional Review Board Approval; and Letter to Presidents. (Contains 72 references and 9 tables.) (NB)

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MINORITY ADMINISTRATOR AND FACULTY RECRUITMENT AT TWO-YEAR COMMUNITY COLLEGES IN THE NORTHEAST UNITED STATES

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By

Brett Stratton Shufelt

A Dissertation
Submitted to the Faculty of
Mississippi State University
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Philosophy
in Education
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This study investigated minority recruitment and growth at two-year community colleges in the Northeast United States. Attention was focused on (a) recruitment of minority administrators and faculty members, and (b) recruitment of minority students and staff. Black/African American, Hispanic/Latino, Asian/Pacific Islander, American Indian/Alaska Native administrators and faculty members were targeted in the research. The states involved in the study were Connecticut, Delaware, Maine, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, and Vermont.

Two major research questions were formulated to guide the investigation

1. What factors do community college presidents identify as having an impact on recruiting minority administrators and faculty members?

2. What strategies do community college presidents use to recruit minority administrators and faculty members?

In addition to the two research questions, profiles of minority administrators and faculty members employed at two-year community colleges in the northeast United States and the community college presidents participating in the study was developed.

DEDICATION

This dissertation is dedicated to the memory of

Sherry W. Levin.

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CHAPTER I

INTRODUCTION AND STATEMENT OF PROBLEM

As the United States of America continues to become more ethnically diverse, the role of community colleges is more important than ever due to their ability to educate citizens for the new millennium. Community college minority student enrollment also continues to increase, but the number of minority administrators and faculty members is not keeping pace (Wilds & Wilson, 1997). Some educators believe that community college leaders need to critically examine efforts to increase minority representation among presidents, administrators, and faculty if they are to meet the needs of their diverse students and the needs of the nation (Vaughan, 1996).

A study by Konrad and Pfeffer (1991) found community colleges are segregated by ethnicity, academic disciplines, and gender. Vaughan (1996) stated that emphasizing encouragement from current presidents and trustees, as well as creating an appropriate institutional climate is needed for increasing the number of minorities in leadership positions. He contended that the diversity found among community college students is not reflected among its leaders. Vaughan's findings raise concerns about the efficacy of equal opportunity and ways for minorities to rise to leadership positions in community colleges. Foote

(1991) recommended the increase of programs to help minorities structure their careers to become community college administrators.

Many community colleges employ an insufficient number of minority administrators and faculty to serve as role models, advisors, and advocates for the increased number of minority students on their campuses. Minority representation among administrators and faculty is fundamental to establish a multicultural campus (Hurtado & Dey, 1997).

Livey (2000) noted that minority scholars began earning doctorates in growing numbers 20 to 30 years ago. Minorities have been moving up the educational career ladder ever since, but their ranks are much smaller than those of White administrators and faculty members. According to Wilds (1999), members of minority groups account for only 14% of faculty and senior staff.

There has been a consistent increase of minority student enrollment in community colleges in the last decade. Nationally, minority student enrollment increased 61% from 1986 to 1996. In fact, minority student enrollment is the most rapidly increasing student population in higher education (Wilds & Wilson, 1998). This trend elevates minority issues and concerns related to curriculum, administration, governance, and personnel. Mellander and Mellander (1997) believe the trends in community college enrollment are a direct indicator of societal and demographic changes within the United States. Hurtado and Dey (1997) stressed the need for administrative and faculty diversity to provide an effective and visible support system for their varied student population.

Increasingly, community college presidents are urged to recruit minorities so the benefits of a multicultural campus can be achieved (American Council on Education, 1999).

The steady increase in minority student enrollment in community colleges makes recruiting and retaining minority administration and faculty a high priority. According to Murdock and Hoque (1999), 66% of the net population increase in the United States from 1980 to 1990 was due to minority growth. Similar percentages were expected for the period from 1990 to 2000. This rapid growth in the minority population is a source of expansion in higher education enrollment (Murdock & Hoque, 1999). Population growth will likely continue to increase the percentage of minority enrollment in two-year community colleges.

Statement of Purpose

In the interest of adding to the literature addressing minority issues in higher education, this study investigated two major research questions:

1. What factors do community college presidents identify as having an impact on recruiting minority administrators and faculty members?
2. What strategies do community college presidents use to recruit minority administrators and faculty members?

In addition to the two research questions, profiles of minority administrators and faculty members employed at two-year community colleges in the northeast United States and the community college presidents participating in the study were developed. The states involved in the study were Connecticut,

Delaware, Maine, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, and Vermont.

For the purpose of this study, the term "two-year community college" is defined as a two-year, associate degree-granting college accredited by one of six regional accrediting agencies. The community college is defined as any institution accredited to award the associate in arts or science as its highest degree and offer a comprehensive curriculum, which includes the following programs; (a) transfer/liberal arts programs designed for students who plan to obtain a baccalaureate degree leading to an associate degree in the sciences or arts, (b) vocational/occupational programs leading to a certificate or an associate degree in applied science, (c) community education and personal interest courses which do not award academic credit, and (d) developmental/remedial programs designed to prepare students to enter degree or certificate programs by improving their communication skills (American Association of Community Colleges, 2000).

Black/African American, Hispanic/Latino, Asian/Pacific Islander, American Indian/Alaska Natives were particularly targeted as ethnic/racial groups that are part of a population differing from others in some characteristics and are often subjected to differential treatment. Gender is not included in this study. The racial classifications used in this study are based on the Census Bureau October 1997 revised standards for the classification of federal data on race and ethnicity issued by the Office of Management and Budget. These standards govern the

categories used to collect and publish federal data on race and ethnicity (U.S. Department of Commerce, Economic and Statistics Administration, Bureau of the Census, 2001).

Research Design

Fifty-six community college presidents in the northeast United States participated in the study. Their colleges are located in the states of Connecticut, Delaware, Maine, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, and Vermont. The Minority Recruitment Survey Instrument (MRSI) was used to survey the presidents. The MRSI is a "self-reported" instrument addressing factors and strategies related to minority administrator and faculty member recruitment. The instrument is provided in Appendix A. It should be also noted that the study's limitations are presented in Chapter V as an integral part of the researcher's recommendations.

Significance of the Study

This study provides current institutional data reflecting the number and percent of under-represented minorities among full-time faculty and administrators in two-year community colleges in the northeast region of the United States that are members of the American Association of Community Colleges. Based upon the researcher's review of the literature, this study is unique as the results are based on information gathered directly from the

president of each community college in the northeast region. Previous studies did not focus on the perceptions of community college president.

The study is meaningful for the following reasons:

This study examined factors affecting the current status of minority administrators and faculty community colleges in the northeastern United States to determine the status of minorities in attaining administrator and faculty member positions since the last study of this type (Opp & Smith, 1992) conducted eight years ago.

The study also examined strategies used in community colleges in the northeast region to recruit minority administrators and faculty members.

Findings from this study provide insight into minority recruitment procedures and expand information available to improve future recruitment. Policy makers should benefit from the studies results.

Definitions of Terms

The following terms are operationally defined for the purpose of the study:

1. Affirmative Action: The process of a business or governmental agency in which it gives special rights of hiring or advancement to ethnic minorities to make up for past discrimination against that minority.

2. American Association of Community Colleges (AACC): The AACC has been a national voice for two-year associate degree-granting institutions since its inception in 1920. Located in the National Center for Higher Education in

Washington, DC, AACC works with other higher education associations, the federal government, Congress, and other national associations that represent the public and private sectors to promote the goals of community colleges and higher education (American Association of Community Colleges, 2000).

3. Community College: A two-year, associate degree-granting college accredited or in the process of accreditation by one of six regional accrediting agencies. The community college is defined as any institution accredited to award the associate in arts or science as its highest degree. There are 1,364 publicly supported community colleges in the United States. Most offer a comprehensive curriculum, including the following programs: transfer/liberal arts programs designed for students who plan to obtain a baccalaureate degree leading to an associate degree in the sciences or arts, vocational/occupational programs leading to a certificate or an associate degree in applied science, community education and personal interest courses which do not award academic credit, and developmental/remedial programs designed to prepare students to enter degree or certificate programs by improving their communication.

4. Full Time Faculty Members: Those for whom teaching is their principle activity and who are considered full-time at the institution for at least nine months of the academic year.

5. Harmonious Campus: The desire to achieve a campus that is free from ethnic and racial bias and is indicative of a campus climate where all people participate in campus life without fear (Kee, 1997).

6. Key Administrator: Anyone working in a president, dean, or vice president position.

7. Minority: Part of a population differing from others in some characteristics, often subjected to differential treatment, and is defined as any one of the following racial/ethnic groups: African American, American Indian, Asian American, Mexican-American, Puerto Rican-American, or other. Gender is not included.

CHAPTER II

REVIEW OF RELATED LITERATURE

The review of related literature is presented in five sections. These sections are (a) president's role in minority issues, (b) current administrators Status, (c) intended efforts to increase minority staff representation, (d) current faculty status, (e) recruiting minority faculty, (f) growth of minority student enrollment, (g) importance of minority influence, (h) role models for community colleges, and (i) impact of diversity on community colleges.

President's Role in Minority Issues

A multicultural campus environment involves more than adding a few classes or a special program. According to Rhoads and Solorzano (1995) this endeavor begins with restructuring community colleges so all constituents have the opportunity to expand upon current academic understandings, make issues of citizenship, social responsibility, and democratic participation central to the experience. This type of campus-wide effort to increase multiculturalism requires strong leadership. Many researchers (Kubala, 1999; Kuss, 2000, Wolverton, 1998) believe the driving institutional force in the community college is the president.

A study by Hood, Miller, and Pope (1999) examined the role of the two-year college president. The study surveyed 96 college presidents concerning factors contributing to selection of president. The results indicated presidents viewed themselves as the key communicators for their institutions. This study found one of the principle job duties of the president was encouraging the maintenance of high-quality faculty and addressing issues of professional growth and training for administrators, faculty, and staff, as well as identifying leadership potential from among the faculty and support staff. This study concluded the president is the key player to large-scale institutional development projects such as minority administrator and faculty recruitment programs.

Gaudiani (1999) believed global interdependence demands a greater commitment to the value of equal representation. Yet, the president is not the only force that is critical to minority recruitment program development. Wolverton (1998) described the Teaching/Learning Project at Miami-Dade Community College in Florida. The program is a process of dramatic institution-wide change that focuses leadership towards collaboration and coordination with other institutional forces required to bring about desired changes that support a diverse administration and faculty.

There is also research supporting the theory that the community college president is not critical to organization change. Johnson (1998) studied how four groups (presidents, administrators, department chairs, and full-time faculty) perceived the effect of presidential leadership on the community college. The

study indicated administrators, department chairs, and faculties do not believe presidents exert much influence or understand the culture of their institutions. However, a basic challenge facing community college presidents and senior-level staff is to create an environment in which diverse qualities of students and staff make positive contributions to the organization. This requires democratic leadership creating opportunities for participative decision-making, leadership for under-represented minorities, and multicultural communities. Graduate programs in community college leadership at Mississippi State University, North Carolina State University, and the University of Texas at Austin are noteworthy in their inclusion of the principles of democratic leadership in their training. Based on elements of these programs and the democratic approach to leadership, the following elements are viewed as essential to leadership preparation: (a) an understanding of organizations as cultures, (b) a sensitivity to individual differences, which enables all members of the campus community to contribute to decisions and change, (c) a commitment to empowering diverse constituents, recognizing equal opportunity is not merely a policy, but a vision which can be achieved, (d) a recognition of mentoring as a vital part of students' experiences, and (e) an emphasis on team-building through cooperative and collaborative work.

Current Administrators Status

A study by Vaughan and Weisman (1998) offered a comparison of presidential characteristics by race and gender, and reviews issues related to increasing the representation of women and minorities in the presidency. They reported the reactions of current community college presidents to the statistics reporting that 85% of current community college presidents were White/Caucasian. Vaughan and Weisman found many responding presidents were surprised by the dominance of one ethnic group and all stated that they believe that more minorities should be recruited to positions of leadership.

Foote (1991) surveyed 1,097 community college presidents nationwide and discovered that only 11% of those surveyed belonged to minority groups. Some experts believe community colleges will not reach their full potential as a catalyst for educational and social progress without increasing the commitment to multicultural leadership (Bowen & Muller, 1996). Vaughan (1996) reported the diversity found in community college students is not reflected among college leaders -- 89% of the nation's community college presidents were White, 4.5% were African American, 3% were Hispanic, and 1.8% were Native Americans.

The availability of research focused on the amount of minority administrators on community college campuses in limited. However, the candidate pool for minority administrators is closely related to the number of minority faculty on the campus. New administrators are recruited from the ranks of the faculty due to their performance in the classroom. Unfortunately,

community colleges are not recruiting or retaining minority administrators and faculty members at a sufficient rate. Evelyn (1998) researched the ethnicity of community college presidents and found African Americans constitute only 5% of all public community-college presidents and 8% of private two-year college presidents, while minority students constitute over 25% of community college enrollments nationwide.

The need for a representative leadership workforce reflecting the special culture of the community college promoted the development of specialized graduate programs offering special emphasis on training and research activities for tomorrow's leadership. Unique community colleges have various factors, such as varying geographic locations, demographics, governance structures, and institutional sizes. This creates a multi-faceted array of institutions each with its own culture and unique population of students and the increase in the number of minority students enrolled at community colleges adds to the heterogeneity of community college institutional cultures (Katsinas, 1996).

Diversity of institutional cultures creates a demand for leaders who can fill multiple roles and adapt to a variety of circumstances. "Students in graduate programs for community college leadership need to be exposed to the diversity in community college governance, finance, economic development, students, and curriculum issues; graduate programs need to emphasize diversity in community colleges rather than portray them in the aggregate" (Katsinas, 1996, p. 24).

There are a few programs offered by universities, such as the Community College Leadership Program at the University of Texas, the Community College Leadership Program at Mississippi State University, and the Community College Leadership Program at North Carolina State University. These programs are increasing the pool of quality minority leadership available to community colleges around the nation. The Community College Leadership Program at the University of Texas, Austin is credited with improving minority access to administration and faculty by providing outreach professional development opportunities around the country through the development of a selective doctoral degree program in community college administration and is successful in training institutional leaders and focuses on developing minority talent (Manzo, 1996).

Intended Efforts to Increase Minority Staff Representation

Piland and Sylvia (1996) presented findings from a national study of 220 community colleges investigating the following: (a) the incorporation of multicultural curricula and staff development activities, (b) the perceived barriers to diversification, and (c) future plans for multicultural programs. Their research discovered colleges provide multicultural programs, however, large numbers of students do not participate. This finding suggests many campus efforts to educate students, faculty, and staff about benefits of multicultural campus community are not effective.

Muller (1996) completed a study of urban community college campuses in 1996. The report describes urban community colleges as models for matching faculty and administrator diversity of the students. This is because the number of professional level applicants available for recruitment in urban areas as opposed to the lack of such human resources in rural settings. Muller believed community colleges play a crucial role in ensuring access to education for students from under-served populations. The most critical point made by his study is diversity in leadership will not occur through chance, but from a sustained commitment to minority recruitment by the institution's leadership. Although Muller's study focused on urban campuses, the results are important to all community colleges.

Foote's (1996) study identified some methods to improve minority administrator representation, including the identification and publicizing of college goals and timetables for diversity. The community college administration should maintain clear policies and procedures for hiring, awarding tenure, and evaluating to improve representation of minorities. This process can be improved by regular assessment and progress reports. Foote outlined a program that would enlist the help of consulting organizations that specialize in minority recruitment in an effort to increase exposure. The study also found the professional position of an Equal Employment Opportunity officer to be a major indicator of success, providing the position had sufficient authority. Foote suggested search methods must be improved for recruitment of minority administrative candidates and expand beyond the traditional academic sources.

Current minority faculty should be encouraged to participate in recruitment activities.

Special programs encouraging development of networks to positions of leadership in community colleges have been created and have a positive impact on the number of under-represented groups in administrative positions at two-year colleges. Ebbers, Gallisath, Rockel, and Coyan (2000) described the development, content, and evaluation of the Leadership Institute for a New Century (LINC) program, which offers personal and professional development activities for women and minorities interested in community college leadership positions. Nearly 70% of participants reported receiving a promotion during or since their involvement in LINC, and most indicated that the program was very influential in their advancement.

The MidSouth Community College Fellowship Program (MCCFP) was established in 1994. Initially developed as a one-week leadership program, MCCFP has evolved into a year-long educational program for current and past Fellows. MCCFP is the first and only university program in the state of Mississippi focusing on future community college leadership. The partnering institutions are Mississippi State University, a traditional land-grant institution, and Alcorn State University, a historically Black land-grant institution. The project has proven to be a successful vehicle for (a) providing professional development, (b) increasing professional diversity, (c) encouraging university-community college collaboration, and (d) involving diverse agencies and

individuals in the process of preparing and supporting the next generation of community college leaders (Stewart, 1995).

Current Faculty Status

The drive to end race-based policies continues to grow in political, judicial, and social arenas. The value of diversity has been questioned in recent attacks on affirmative action policies and programs. Recent highly publicized court decisions (Hopwood v. Texas) and political initiatives (California Proposition 209) have encumbered affirmative action. However, community college minority student enrollment is increasing, while the number of minority faculty and administrators remain severely under-represented among community colleges (Wilds & Wilson, 1997; Winter, 1997; Young, Place, Rinehart, Jury, & Baits, 1997). Although, faculty diversity would demonstrate the community college's commitment to representational academic leadership. Gillett-Karam (1999) found that nearly 90% of American community college faculty are White/Caucasian. The other minority populations employed by community colleges are distributed as follows: American Indian 1%, Asian American 3.3%, Hispanic 4.3%, and African American 6.4% (Kline, 2000).

Recruitment of Minority Faculty

Opp and Smith (1992) completed a study of factors influencing the population of minority full-time faculty at community colleges. The researchers

found the presence of a minority vice-president of academic affairs, minority chief academic administrators, and minorities on boards of trustees positively related to the percentage of minority faculty. Structural and attitudinal factors were found to inhibit the recruitment of minority full-time faculty by Opp and Smith (1992). They concluded that structural factors were more inhibiting than attitudinal factors. The major structural factors revealed by Opp and Smith were economic, the unavailability of minority applicants in arts and sciences, and the unavailability of job applicants in technical and occupational fields and disciplines. A key attitudinal factor in recruiting minority full-time faculty identified by Opp and Smith was department heads tended to avoid the issue of hiring minority faculty members by arguing few qualified minorities were available in the academic fields within their departments. Another attitudinal factor handicapping productive minority faculty hiring is the belief minorities would rather work in private business and industry.

Opp and Smith (1992) were among the first to investigate the shortage of minority faculty in American community colleges. They found minority groups were under-represented when compared to the general population. They reported that of the 53,628 full-time faculty members employed at the 615 responding institutions only 5.1% were African Americans, 1.7% Mexican-American, 0.3% Puerto Rican Americans, and 1.4% American Indians. Opp and Smith also examined the opinions of academic administrators about the barriers

to minority faculty recruitment and investigated institutional efforts to recruit minority faculty members.

The barriers to faculty recruitment reported by Opp and Smith (1992) most selected by institutions were (a) economic constraints, (b) minority faculty not available in technical or occupational fields, (c) minorities prefer jobs in business or industry, and (d) minority faculty are not available in arts and science fields. Key predictors of successful minority faculty recruitment efforts were minority representation on advisory boards and boards of trustees, and the employment of a minority vice-president of academic affairs.

Opp and Smith (1992) identified six strategies commonly used by two-year community colleges to recruit minority faculty members between institutions with high versus low percentages of minority faculty. The most popular strategies were: (a) the inclusion of minorities on boards of trustees, (b) the inclusion of minorities on search committees, (c) the inclusion of minorities on community college advisory boards, (d) attending conferences concerned with minority issues, (e) meeting with minority civic organizations, (f) hiring minorities as part-time adjunct faculty, (g) having faculty make contact with minority faculty to publicize vacancies.

Gibson-Benninger and Ratcliff (1996) examined the importance of local, regional, and national recruitment efforts and the methods to encourage minority applicants for obtaining the goal of hiring the best community college leadership

and faculty available. Their study suggested recruitment of new faculty should be accomplished systematically, rather than incrementally.

Johnson (1997) reported a survey of Minnesota's African American community college faculty that was conducted concerning their own employment situations. He concluded the recruitment and retention of Black/African American faculty has not been successful despite two decades of affirmative action. The direct attacks on affirmative action have been accompanied by variation in the funding requirements of federal programs. Student aid shifted support methods from grants to student loans and inflation has seriously affected the ability of both financial aid programs to provide for the cost associated with attending an institution of higher learning. The real value of the average Pell Grant declined 24% from 1975 to 1990. This is in addition to the federal shift from grants to student loans and is especially discouraging to minorities and other economically challenged students, all of which has greatly increased the attrition rate (Chatman & Smith, 2000). These situations have negatively affected community colleges' efforts to develop diverse student, faculty, and administrative cultures.

Tack and Patitu (1992) described many reasons why under-represented faculty are dissatisfied with their jobs and look for employment outside academia. These include feelings of isolation, experiences with prejudice and discrimination, lower salaries, lower professional ranks, and lack of tenured status. Scholars who study minority recruitment have identified many distinct

problems under-represented faculty face, and many have suggested that these problems arise from subtle academic discrimination.

Piland and Barnard (1996) conducted a study of 50 California community college faculty investigating teaching methods used to provide multicultural education, multicultural issues included in courses, and the incorporation of multicultural content into class structures. The study concluded while faculty perceived the goal of multicultural education to be social reform, strategies utilized did not necessarily support that goal. Embedding multicultural teaching with efforts to increase staff diversity is a creative method of improving the campus environment. Townsend (1996) suggested faculty in community college administration programs have a significant influence over future college leaders since they determine the curriculum that is taught. She further argued that the diversity of faculty should match student diversity and should reflect the need for curricula geared toward minorities.

Growth of Minority Student Enrollment

Multiculturalism is of great importance in the community college, for it's the institution that provides the initial exposure to higher education for most minority students. Adopting a positive multicultural stance in the community college is helpful in facing the challenge of serving a diverse student clientele (Burstein, 1997). The community college is attractive to students from a variety

of ethnic backgrounds due to the proximity, cost, and open access policy of these institutions.

The United States Department of Education data indicated that 56% of all Hispanics, 51% of all Native Americans, 42% of all African Americans, and 39% of all Asian Americans enrolled in institutions of higher education were attending two-year colleges (Chronicle of Higher Education, 1999). Mellander and Mellander (1997) saw the trends in community college enrollment as a direct reflection of societal and demographic changes of the United States. Community college minority enrollments have increased in recent years due to the flood of incoming children from immigrant minorities, as well as from adult minority students who are returning to school. It is predicted more minority adults will return to college to improve their employment skills and the numbers of new minority community college enrollments from high school graduates will increase dramatically.

Importance of Minority Influence

Over the past several decades, American higher education has undergone a remarkable expansion and democratization. In 1900, only 4% of high school graduates attended college. Currently, 75% of high school graduates will spend at least some time in college. Community colleges and universities initially opened up their enrollments to returning veterans and other primarily White, male members of the middle and working classes during the 1950s. More

recently, racial and ethnic minority students are gaining access to higher education in large numbers (Sidel, 1994).

To serve current and future student populations, multiple and diverse perspectives are needed at every level of college teaching and governance. A diverse staff will mean better educational outcomes for all students. The more diverse community college staff members are, the more likely all students will be exposed to a wider range of scholarly perspectives and to ideas drawn from a variety of life experiences. Burstein (1997) indicated that multicultural education is a process promoting understanding and appreciation of the cultural diversity that exists within a pluralist society. King (2000) concluded students should learn to communicate effectively with people from different cultures.

It is also important that colleges and universities transform what and how they teach to better serve new students and to prepare all students for an increasingly diverse world. Chickering and Reisser (1993) believed members of the faculty are the most critical single factor in a student's life. Faculty often provide moral support and help the socialization process. A study by Jones (1996) supported the development of strong faculty to student bonds. He found the personal contact between college faculty and the students to be a significant contributor to student success.

Alger (1997) believed community colleges want to avoid a relapse into increased racial segregation. In light of current political and legal pressures against affirmative action, they must make the case for the need for racial

diversity to further their core educational purposes. He suggested four educational values for diversity: (a) racial diversity enhances interaction among people of different races both on and off campus, (b) racial diversity improves communications and understanding among individuals of different races, (c) prejudices can be overcome when people discover how much they have in common with people of other races, and (d) people of different races may discover their political beliefs or interests can provide a common ground for fostering understanding. Castro-Abad (1995) stressed a faculty member's goal should be to assist multicultural students in adapting to American educational culture rather than to bring about, or encourage, their assimilation.

Role Models for Community Colleges

Beyond the obvious reasons of equity, scholars contend minority faculty are essential because they provide students with diverse role models, help provide more effective mentoring to minority students, and are supportive of minority-related research and other areas of non-traditional scholarship. Students from under-represented cultural and ethnic backgrounds are less attracted to education and teaching as a profession due to the lack of desirable role models in those particular fields (Craze, 1994).

Diversity in American community colleges is important because of the large minority student population they serve. The small class sizes and focus on ideal learning environments allow students to experience a number of

professional and technical fields and make the community college a perfect match for minority students. Increasing the diversity of the administration and faculty is one promising way to provide role models and to establish the kind of rapport needed for effective mentoring. To be sufficient, mentoring must include people who listen to each other, care about each other, and have a willingness to strive toward mutually rewarding experiences leading to the satisfaction of individual and group needs (ACE/AAUP, 2000).

Planned mentoring programs are one successful method of aiding individuals to succeed in unfamiliar environments. Hurtado and Dey (1997) discussed the need for diversified administration and faculty to provide an effective and visible support system for the increasingly diverse student population. This is especially true where minority students have access to mentors of the same race. Mentor relationships occur between people who feel comfortable with each other.

Role models and mentors are important to professional development and most students select faculty members to emulate (Arcade & Macros, 1984). A healthy and positive relationship with mentors/role models aids students to achieve their greatest potential. The nation's community colleges continue to lead all other higher educational institutions in the enrollment of minority students. These students need diverse mentors and role models who can illustrate successful pathways to overcome traditional barriers to success. "A basic tenet of psychological theories of identification is people emulate models

who are perceived to be similar to themselves in terms of personality, characteristics, background, race, and sex" (Arcade & Macros, 1984, p. 400). Effective mentors share common experiences and characteristics with students whom they are teaching. White faculty members and administrators easily become mentors and role models for White students; however, there are few academic professionals available to assist minority students on predominantly White campuses. Minority students require academic mentors and role models who look as they do, share the same backgrounds, and experience the same feelings (Piland, McFarlane, & Marila, 1999).

Williams (1994) addressed effective mentoring strategies and relationships, as well as the difficult and sometimes painful experiences of Black/African Americans at predominantly White/Caucasian institutions. Williams proposed five critical criteria for an effective mentor. Mentors should (a) be located higher in the organizational structure, (b) be older or at least more knowledgeable and experienced than the students they advise, (c) be an effective and respected position in campus life and her/his profession, (d) develop a genuine interest in and respect for the protegee, and (e) possess a willingness to commit time and emotion to the relationship. The community college student population, which is increasingly diverse, needs administrators and faculty members as mentors and role models who can demonstrate successful strategies to overcome barriers and achieve success.

Impact of Diversity on Community College Campuses

The need to develop a system to promote the increase of minority administrators and faculty is critical to achieve a multicultural community college campus. Moreno (2000) stressed multicultural groups accomplish tasks which could not be done by individuals working alone; they bring multiple skills and talents to bear on highly complex tasks. The Board of Directors of the American Association of Community Colleges (AACC) adopted an inclusion statement encouraging all community colleges to augment a minority presence on their campuses in 1997. The AACC's position is community colleges should be responsible for shaping an environment that reflects the general culture and creates opportunities for all within the college community to interact with understanding, tolerance, and respect for each other. The goal is to increase diversity in education in order to serve as a model for the rest of the nation and perpetuate social harmony for the future.

Kee (1997) found more harmonious campuses tended to have higher percentages of minority administrators and faculty. Institutions where minority administrators and faculty comprised less than 20% of the staff reported a less harmonious campus; however, institutions with more than 60% minority administrators and faculty reported a more harmonious campus climate. The Kee study found over 90% of responding institutions scoring high as a harmonious campus had grievance procedures for administrators and faculty to seek recourse for harassment based on racial or ethnic identity. Many

community colleges in the study offered academic courses aimed directly at improving race relations. More than 62% of the responding colleges had an official assigned to monitor on-campus race relations, and 59% of the institutions offered credit courses that addressed ethnic and race relations.

Opp (1994) compared the perceptions of minority and White/Caucasian academic affairs vice-presidents concerning recruitment programs and barriers to minority administrator and faculty recruitment. His research indicated White administrators emphasized structural institutional barriers, whereas minority administrators emphasized attitudinal barriers. Opp's findings support the theory of hiring minorities for highly visible administrative positions is important for promoting administrator and faculty equity.

Opp (2001) found the higher the percentage of minority administrators and faculty members, the more likely community colleges are to have a high percentage of minority students. "A high percentage of minority administrators and faculty members may contribute to the development of a campus climate perceived by prospective students of color as tolerant and accepting of diversity" (Opp, 2001, p. 83). The strength of the beta weights for the percentage of faculty members and minority administrators provides empirical support that hiring minority faculty and administrators serve as a powerful means of increasing an institution's percentage of students of color (Brown, 1991; Fretwell, 1990; Gorski, 1991; Harris, 1990; Mazon & Ross, 1990; Parker, 1997; Scott, 1993; Smith,

1986; Thieblot, 1989; Twale, Douvanis, & Sekula, 1992; Williams, 1990; Williams & Cox, 1991).

CHAPTER III

METHODS AND PROCEDURES

This study investigated recruitment of minority administrator and faculty members at two-year community colleges in the northeast United States. Two major research questions guided the investigation:

1. What factors do community college presidents identify as having an impact on recruiting minority administrators and faculty members?

2. What strategies do community college presidents use to recruit minority administrators and faculty members?

In addition to the two research questions, profiles of minority administrators and faculty members employed at two-year community colleges in the northeast United States and the community college presidents participating in the study were developed. Chapter III is divided into the four sections: (a) the subjects, (b) instrument, (c) procedures, and (d) data collection and analysis.

Subjects

The subjects for this study were selected from 146 community college presidents from the northeast region of the United States whose institutions were listed as members of the American Association of Community Colleges (AACC).

The researcher used individual public two-year institutions located in the northeastern United States as the unit of analysis. Within each public two-year institution, the president was surveyed to obtain information about his or her colleges' minority administrator and faculty recruitment programs. Given the major responsibility that a president has for staff recruitment, he or she is often the most knowledgeable about the number of administrators and full-time faculty employed at the college and about the college's minority staff recruitment program.

Instrument

The researcher used an instrument adapted originally from the National Survey of Recruitment Practices for Minority Full-Time Faculty at Two-Year Colleges instrument developed by Opp and Smith (1992) as the foundation for a new research tool. The Opp and Smith survey instrument was designed to test many of the assumptions about minority administrator and faculty member recruitment.

The adapted instrument recommended to the researcher for data collection was a contemporary version of the Opp and Smith original developed by the MidSouth Community College Fellowship Program operating at Mississippi State University and Alcorn State University. Program officials made changes to the original instrument, but the instrument still had serious flaws, such as compound items.

A particular problem for respondents in taking attitudinal scales is compound items. Likert (1932) referred to these as "double-barreled items" (Mueller, 1986, p. 12). Compound items contain two beliefs or opinions in one sentence, for example, "Minority administrators and faculty are difficult to hire because of current economic constraints." Respondents may agree with the factors affecting one part of the statement (economic constraints affect faculty) and disagree with the other part (economic constraints affect administrators). Part one was designed to protect against compound items by providing respondents with the opportunity to rate each factor related to the minority administrators and the minority faculty.

Although the researcher made improvements to the MidSouth Community College instrument, the changes were not sufficient. Due to weaknesses contained in the instrument, such as unclear statements, the researcher encountered much difficulty in interpreting much of the information collected. For example, it was difficult to determine what a statement such as "college officials meet with minority business representatives" actually means in the context of strategies used to recruit minority administrators and faculty members.

The survey instrument developed by the researcher was given the name of the *Minority Recruitment Survey Instrument* (see Appendix A). Part I of the instrument (Factors to Recruiting Minority Administrators and Faculty) contained 23 items for community college presidents to rate factors to recruiting minority administrators and faculty. Part II (Minority Growth) provided information on

whether or not the community college presidents' institutions made progress in hiring minorities during the 1980s and 1990s. Part III (Campus Demographics) provided information on the number of minority administrators and full-time faculty at their institutions. Part IV (Minority Administrators and Faculty Recruitment Strategies) consisted of 16 questions designed to illustrate strategies institutions use to recruit minorities. Part V (Personal Demographics) contained a number of questions related to the respondents' (a) race, (b) number of years of community college experience, (c) educational level, and (d) contact with minority students and faculty. Data collected from Part II (Minority growth) was impossible to interpret and was not used in the study.

Procedures

Once written permission from the Institutional Review Board (IRB) of Mississippi State University (see Appendix B) to conduct this study was granted, a packet of information was sent to 146 community college presidents. The cover letter contained the following information: (a) purpose of the study conducted by the researcher, (b) request for participant cooperation in the study, (c) description of the protection provided to participants concerning the anonymous nature of the data collected, (d) identity of the sponsor of the study, (e) promise of results upon completion of the study, (f) statement of appreciation, and (g) request for timely return. A second mail-out was conducted for those respondents who did not return the survey by the original due date. Out of 146

mailed survey instruments, 56 were received by the researcher for a return rate of 39%.

Data Collection and Analysis

Data collected for the first research question (What factors do community college presidents identify as having an impact on recruiting minority administrators and faculty members?) were organized by presenting responses in terms of frequencies and percents. Community college presidents were asked to circle one of four responses-- strongly agree, agree, disagree, or strongly disagree– for each of the statements. The chi-square goodness-of-fit statistical test was computed for each of the statements to determine whether responses were statistically significant. An alpha level of .01 was used to determine the statistical significance.

Data collected for the second research question (What strategies do community college presidents use to recruit minority administrators and faculty members?) were organized by presenting responses in terms frequencies and percentages. Community college presidents were asked to circle one of four responses--always, frequently, seldom, or never--for each of the statements. The chi-square goodness-of-fit statistical test was computed for each of the statements to determine whether responses were statistically significant. An alpha level of .01 was used to determine the statistical significance.

CHAPTER IV

FINDINGS AND DISCUSSION

This study investigated recruitment of minority administrators and faculty members at two-year community colleges in the northeast United States. Two major research questions guided the investigation:

1. What factors do community college presidents identify as having an impact on recruiting minority administrators and faculty members?

2. What strategies do community college presidents use to recruit minority administrators and faculty members?

In addition to the two research questions, profiles of minority administrators and faculty members employed at two-year community colleges in the northeast United States and the community college presidents participating in the study were developed.

Chapter IV is divided into five sections: (a) profile of the subjects, (b) demographic characteristics of minority administrators, (c) demographic characteristics of faculty, (d) factors related to minority administrator and faculty recruitment, and (e) recruitment strategies for minority administrator and faculty.

Profile of the Subjects

Subjects for this study were drawn from 146 two-year community colleges located in the northeast United States. Fifty-six presidents (39%) responded to the survey. The subjects tended to be White/Caucasian, held a terminal degree (Ph.D. or Ed.D.), and averaged 18 years of community college experience.

Table 1 presents the subjects' responses in relation to their race/ethnic group. Frequencies and percentages are presented for each category.

Table 1. Community College Presidents' Racial/Ethnic Group

Category	Number	Percent
White/Caucasian	36	64
Black/African American	13	23
Hispanic/Latino	4	7
Asian/Pacific Islander	2	4
American Indian/Alaska Native	0	0
Other	1	2

N = 56 (Number of community college presidents participating in the study)

Sixty-four percent of the community college presidents reported their racial/ethnic group as White/Caucasian. Twenty-three percent of the community college presidents reported their racial/ethnic group as Black/African American, 7% as Hispanic/Latino, 4% as Asian/Pacific Islander, none as American Indian/Alaska Native, and 2% reported other. Unfortunately, the "other" category was not identifiable due to limitations within the survey instrument.

Table 2 presents the subjects' experience at the community college level. Frequencies and percentages are presented for each of four experience categories: 1-10 years, 11-20 years, 21-30 years, and 30 or more years.

Table 2. Community College Presidents' Years Worked at a Community College

Experience	Number	Percent
1-10 years	16	28
11-20 years	16	28
21- 30 years	18	33
30 or more years	6	11

N = 56 (Number of community college presidents participating in the study)

The findings indicate that 28% of the community college presidents worked at a community college from 1 to 10 years, while 28% worked at a community college from 11-20 years. The greatest percentage of community college presidents (33%) worked at a community college for 21 to 30 years.

Table 3 presents the subjects' responses concerning degrees earned. Frequencies and percentages are presented for each degree level.

Table 3. Community College Presidents' Highest Degree Earned

Level of Degree	Number	Percent
Master's	14	25
Educational Specialist	0	0
Doctor of Education	12	22
Doctor of Philosophy	24	42
Other	6	11

N = 56 (Number of community college presidents participating in the study)

Forty-two percent of the community college presidents reported their highest degree earned as a Doctor of Philosophy, while 24% reported a Doctor of Education degree. In total, 64% of the community college presidents reported they held a doctorate.

Profile of Minority Administrators and Faculty Members

In addition to developing a profile of the community college presidents who served as subjects for the study, a profile of minority administrators and faculty at two-year community colleges in the northeast United States was also developed.

Table 4 presents the number of administrators, administrators with Ph.D. degrees, minority administrators with Ph.D. degrees, the number of faculty members with Ph.D. degrees, and the number of minority faculty members with Ph.D. degrees. Frequencies and percentages are presented for each category.

Table 4. Administrators and Faculty Members at Two-Year Community Colleges

Category	Frequencies
Number of administrators	2,659
Number of administrators with Ph.D. degrees	376
Number of minority administrators with Ph.D. degrees	84
Number of faculty members	8,773
Number of Ph.D. level faculty members with Ph.D. degrees	1,909
Number of minority faculty members with Ph.D. degrees	365

N = 56 (Number of community college presidents participating in the study)

Of the 2,659 administrators working at the community colleges administered by the presidents participating in the study, 376 (14%) had Ph.D. degrees, but only 84 (3%) were minority administrators with Ph.D. degrees. Of the 8,773 faculty members teaching at the community colleges, 1,909 (22%) had Ph.D. degrees, but only 365 (4%) were minorities.

It is interesting to note that these colleges employ many more faculty members with Ph.D. degrees who are not minorities than minority faculty members with a doctorate. Although the numbers of administrators with Ph.D. degrees were far less than the number of faculty with Ph.D. degrees, the relationship between non-minority and minority administrators with Ph.D. degrees was much closer. It is also interesting to note the large number of administrators employed at these colleges compared to the number of faculty members (2,659 administrators vs. 8,773 faculty members). The community

colleges involved in this study employ one administrator for every four faculty members.

Another aim of this study was to show the proportion of minority administrators in relation to four general racial categories: Black/African American, Hispanic/Latinos, Asian/Pacific Islanders, and American Indian/Alaska Natives. Table 5 presents the number (expressed as frequencies) of minority administrators employed at the 56 community colleges in terms of these four categories. Frequencies and percentages are reported by category.

Table 5. Minority Administrators by Category

Category	Frequency	Percent
Black/African American	402	69
Hispanic/Latinos	115	20
Asian/Pacific Islanders	59	10
American Indian/Alaska Natives	5	01
Total	581	100

N = 56 (Number of community college presidents participating in the study)

Black/African American administrators represented 69% of the minority administrators, Hispanic/Latino administrators 20%, Asian/Pacific Islander 10%, and American Indian/Alaska Native administrators represented only 1%. Black/African American administrators comprised over two-thirds of the minority administrators at the 56 community colleges involved in the study.

A third aim of this study was to show the proportion of minority faculty members in relation to four general categories. Table 6 presents the number

(expressed as frequencies) and percentage of minority faculty members employed at the 56 community colleges in terms of four categories: Black/African American, Hispanic/Latino, Asian/Pacific Islander, and American Indian/Alaska Native. Frequencies and percentages are reported by category.

Table 6. Minority Faculty Members by Category

Category	Frequency	Percent
Black/African American	678	54
Hispanic/Latinos	310	25
Asian/Pacific Islanders	228	18
American Indian/Alaska Natives	32	03
Total	1248	100

N = 56 (Number of community college presidents participating in the study)

Black/African Americans comprised 54% of the minority faculty members, Hispanic/Latino faculty members represented 25%, Asian/Pacific Islander minority faculty members represented 18%, and American Indian/Alaska Native minority faculty members represented 3%. Similar to the finding for administrators, Black/African Americans represented the largest number (over 50%) of minority faculty members.

Recruiting Minority Administrators and Faculty Members: Factors

The first research question which guided this investigation asked: What factors do two-year community college presidents identify as having an impact on recruiting minority administrators and faculty members? The survey instrument used nine close-ended statements to collect data for this research question measured by a four-point scale. Each statement was measured by a four-point scale and addressed a factor considered important in recruiting minority administrators and faculty members. Respondents were also given an opportunity to list other barriers their community college encountered in recruiting minority administrators and faculty members.

Data collected are presented in Tables 7 and 8. The nine statements are shown in the tables in abbreviated fashion:

Difficult to hire because of economic constraints	Difficult to hire
Affirmative action requirements significantly raise the cost of searches	Affirmative action
Minorities fit in socially in this community	Fit in socially
Minority administrators and faculty members are hired primarily to staff ethnic studies programs	Ethnic studies

Attempts to influence departments to hire minorities invoke the red flag of interference with faculty prerogatives	Interference
Department/divisions/institutes have difficulty hiring minority members because there are few minorities in their field	Few minorities
Women and minorities are competing with each other for the same positions	Women compete
Prospective minority candidates prefer employment in business and industry to employment in a community college	Prefer bus/indust
The competition from four-year colleges and universities makes it difficult to hire minority administrators and faculty	Competition

Community college presidents circled one of four responses – strongly agree, agree, disagree, or strongly disagree – for each of the nine statements. The chi-square goodness-of-fit statistical test was computed for each statement to determine whether responses were statistically significant. An alpha level of .01 was used to determine the statistical significance. Factors identified with an asterisk were found to be significant.

Table 7 presents the community college presidents' responses in relation to factors encountered in recruiting minority administrators. Frequencies and percentages are presented for each factor. Due to rounding off, percentages may vary slightly less or more than 100% for each factor.

Table 7. Minority Administrator Recruitment

Factors	Strongly Agree Freq	%	Agree Freq	%	Disagree Freq	%	Strongly Disagree Freq	%	χ^2
Difficult to hire	7	(13)	18	(32)	22	(37)	9	(15)	10.99
Affirmative action	0	(00)	13	(23)	21	(38)	22	(39)	22.14*
Fit in socially	20	(36)	26	(45)	8	(15)	2	(04)	25.70*
Ethnic studies	1	(02)	1	(02)	29	(51)	25	(46)	48.85*
Interference	7	(13)	17	(28)	22	(39)	10	(18)	9.85
Few minorities	8	(15)	22	(39)	21	(38)	5	(09)	16.42*
Women compete	8	(15)	23	(40)	20	(36)	5	(09)	16.70*
Prefer bus/indust	5	(09)	13	(22)	35	(64)	3	(05)	45.99*
Competition	7	(13)	23	(40)	21	(38)	5	(09)	18.56*

Degrees of freedom for each question was df = 3
N = 56 (Number of community college presidents participating in the study)

The findings indicated that "minorities not fitting in socially to the community" was not a factor in recruiting minority administrators. Affirmative action requirements do not raise the cost of searches. Minority administrators are not hired primarily to staff ethnic studies program. Women and minorities, however, do appear to compete with each other for the same positions. Prospective minority candidates do not prefer employment in business and industry to working at a community college.

Community college presidents voice their strongest agreement or disagreement toward the following four factors:

1. Affirmative action requirements significantly raise the cost of searches.
2. Minority administrators and faculty members are hired primarily to staff ethnic studies programs.

3. Minorities fit in socially in this community.

4. Prospective minority candidates prefer employment in business and industry to employment in a community college.

Of the nine factors, no clear patterns were identified for (a) current economic constraints make it difficult to hire minorities, or (b) attempt to influence departments to hire minorities being seen as interference with faculty prerogatives.

Table 8 presents the community college presidents' responses in relation to factors encountered in recruiting minority faculty members. Frequencies and percentages are presented for each factor. Due to rounding off, percentages may vary slightly less or more than 100% for each factor.

Table 8. Minority Faculty Member Recruitment

Factors	Strongly Agree Freq	%	Agree Freq	%	Disagree Freq	%	Strongly Disagree Freq	%	χ^2
Difficult to hire	7	(13)	18	(32)	22	(39)	9	(15)	10.99
Affirmative action	1	(02)	14	(24)	20	(36)	21	(38)	18.14*
Fit in socially	20	(36)	27	(48)	7	(12)	2	(04)	28.42*
Ethnic studies	1	(02)	1	(02)	23	(40)	31	(56)	50.56*
Interference	3	(06)	13	(24)	24	(43)	16	(28)	16.13*
Few minorities	9	(16)	15	(27)	24	(43)	8	(14)	11.56*
Women compete	8	(14)	24	(43)	18	(32)	6	(11)	15.42*
Prefer bus/indust	5	(10)	15	(30)	32	(52)	4	(08)	36.13*
Competition	14	(26)	25	(44)	10	(18)	7	(13)	13.28*

Degrees of freedom for each question was df = 3
N = 56 (Number of community college presidents participating in the study)

The findings indicated that "minorities not fitting in socially to the community" was not a factor in recruiting minority faculty members. Affirmative action requirements do not raise the cost of searches. Minority faculty members are not hired primarily to staff ethnic studies program. Attempts to influence departments to hire minorities are not seen as interference with faculty prerogatives. Prospective minority candidates do not prefer employment in business and industry to working at a community college. Competition from four-year colleges and universities, however, makes it difficult to hire minority faculty members.

Community college presidents voiced their strongest agreement or disagreement towards the following six factors:

1. Affirmative action requirements significantly raise the cost of searches.
2. Minority administrators and faculty members are hired primarily to staff ethnic studies programs.
3. Minorities fit in socially in this community.
4. Attempt to influence departments to hire minorities being seen as interference with faculty prerogatives.
5. Prospective minority candidates prefer employment in business and industry to employment in a community college.
6. The competition from four-year colleges and universities makes it difficult to hire minority faculty members.

No clear patterns were identified for (a) current economic constraints making it difficult to hire minorities, (b) departments/divisions/institutes having

difficulty hiring minority members because there are few minorities in their field, and (c) women and minorities competing with each other for the same positions.

Fourteen additional factors related to minority administrator and faculty recruitment listed by community college presidents are shown below. These comments were in addition to the closed-ended factors presented in the survey instrument. Community college presidents' comments were as follows:

School is economically disadvantaged
Extremely rural location
Salary and benefits are not competitive
Cost of living in urban areas is too high
A history of diversity at our campus
Campus climate does not value diversity
Ethnic perceptions
Overcoming long-term practices
Campus location is too remote
Staff feels isolated due to location
Lack of minority applicants due to population base
The weather conditions are a problem—too cold and snowy
High cost of living in Boston
Significant number of colleges in area

Four of the responses concerned financial issues—school is economically disadvantaged, salary and benefits are not competitive, cost of living in urban areas is too high, and high cost of living in Boston. Four responses referenced cultural issues—a history of diversity at our campus, campus climate does not value diversity, ethnic perceptions, and overcoming long-term practices. Three responses cite geographical factors—extremely rural location, campus location is too remote, and staff feels isolated due to location. One response concerned lack of minority applicants due to population base and one response addressed weather conditions as a factor—too cold and snowy. Only one response mentioned competition from other colleges in the area.

Strategies for Recruiting Minority Administrators and Faculty Members

The second research question which guided this study asked: What strategies do the two-year community college presidents report they use to recruit minority administrators and faculty members? The survey instrument used 16 close-ended statements to collect data for this research question measured by a four-point scale. Each statement addressed a strategy considered important in recruiting minority administrators

and faculty members. Respondents were also given an opportunity to list other strategies their community college uses in recruiting minority administrators and faculty members. Data collected are presented in Table 9. The 16 statements are shown in the table in abbreviated fashion:

Advertise in media outlets with large minority audiences	Minority audiences
Include members from diverse racial/cultural backgrounds on our search committees	Diverse members
Minorities serve on the college advisory boards	Advisory boards
College officials meet with minority representatives of civic organizations	Civic organization

College representatives attend conferences held by professional organizations concerned with minority issues	Attend conference
Encourage staff members to make contact with minority scholars in their field to publicize available positions with organizations concerned with minority issues	Minority scholars
Invite minority professionals for guest lectures	Guest lectures
Invite minority professionals for part-time adjunct assignments	Part-time adjunct
Track resumes and applications of minorities to make sure they are not lost in the system due to human or technological error	Track resumes
College officials meet with minority business representatives	Minority business
Ask the deans and department chairs to justify non-minority hires	Justify hires
College officials meet with minority representatives of churches	Minority churches
Recruit minorities in private enterprise jobs with minorities the support of their employers to teach part-time	Recruit
Fill positions on a temporary basis if the applicant pool lacks minority candidates	Fill positions
Cancel searches for positions if the applicant pool lacks minority candidates	Cancel searches
Faculty members teach on an exchange basis at predominantly minority colleges	Faculty exchange

Community college presidents circled one of four responses -- always, frequently, seldom or never -- for each of the 16 statements. The chi-square goodness-of-fit statistical

test was computed for each of the statements to determine whether responses were statistically significant. An alpha level of .01 was used to determine the statistical significance. Factors identified with an asterisk were found to be significant.

Table 9 presents the community college presidents' responses in relation to strategies utilized in recruiting minority administrators and faculty members. Frequencies and percentages are presented for each factor. Due to the rounding off, percentages may vary slightly less or more than 100% for each factor.

Table 9. Minority Administrator and Faculty Member Recruitment Strategies

Strategy	Always		Frequently		Seldom		Never		χ^2
	Freq	%	Freq	%	Freq	%	Freq	%	
Minority audiences	22	(39)	27	(50)	6	(11)	1	(02)	33.28*
Diverse members	30	(52)	19	(35)	6	(11)	1	(02)	36.70*
Advisory boards	25	(45)	21	(38)	8	(14)	2	(04)	24.99*
Civic organization	8	(14)	29	(51)	15	(27)	4	(07)	25.06*
Attend conference	4	(07)	32	(58)	16	(29)	3	(05)	39.20*
Minority scholars	8	(14)	29	(51)	15	(26)	6	(11)	23.28*
Guest lectures	4	(07)	27	(50)	19	(34)	6	(06)	25.56*
Part-time adjunct	6	(11)	25	(44)	20	(35)	5	(09)	21.56*
Track resumes	19	(34)	11	(20)	16	(29)	10	(18)	3.84*
Minority business	2	(04)	26	(46)	24	(42)	4	(07)	34.84*
Justify hires	11	(20)	12	(22)	23	(41)	10	(18)	7.84*
Minority churches	3	(05)	20	(36)	28	(49)	5	(09)	30.99*
Recruit minorities	2	(04)	15	(27)	17	(31)	22	(39)	15.56*
Fill positions	2	(04)	10	(18)	24	(43)	20	(36)	21.13*
Cancel searches	2	(04)	7	(13)	27	(47)	20	(36)	28.42*
Faculty exchange	1	(02)	0	(00)	12	(21)	43	(77)	87.85*

Degrees of freedom for each question was df = 3
N = 56 (Number of community college presidents participating in the study)

The findings indicate that "faculty members teaching on an exchange basis at predominately minority colleges" was not a strategy used. Strategies

used heavily were (a) attending conferences held by professional organizations concerned with minority issues, (b) including members from diverse racial/cultural backgrounds on search committees, (c) meeting with minority business representatives, and (d) advertising in the media outlets with large minority audiences.

Community college presidents appear to use the following strategies the most:

1. Advertising in media outlets with large minority audiences.
2. Including members from diverse racial/cultural backgrounds on search committees.
3. Asking minorities to serve on the college advisory boards.
4. Asking college officials to meet with minority representatives of civic organizations.
5. Allowing college representatives to attend conferences held by professional organizations concerned with minority issues.
6. Encouraging staff members to make contact with minority scholars in their field to publicize available positions with organizations concerned with minority issues.

Community college presidents appear to use the following strategies the least:

1. Recruiting minorities in private enterprise jobs with the support of their employers to teach part-time.
2. Filling positions on a temporary basis if the applicant pool lacks minority candidates.
3. Canceling searches for positions if the applicant pool lacks minority candidates.
4. Faculty members teach on an exchange basis at predominantly minority colleges.

5. Allowing college representatives to attend conferences held by professional organizations concerned with minority issues.

No clear patterns were identified for (a) inviting minority professionals for guest lectures, (b) inviting minority professionals for part-time adjunct assignments, (c) tracking resumes and applications of minorities to make sure they are not lost in the system due to human or technological error, (d) college officials meeting with minority business representatives, (e) asking the deans and department chairs to justify non-minority hires, and (f) asking college officials to meet with minority representatives of churches.

Ten additional strategies for recruiting minority administrators and faculty members were also listed by the community college presidents. These comments were in addition to the closed-ended strategies presented in the survey instrument. Community college presidents' comments were as follows:

System-wide minority data bank
Minority fellowship program
Special web site
Advertise in urban papers
Targeted mailings to minority associations
List-serves
Personal initiative and effort
Minority internship program
Engage professional headhunter business for searches
Advertise at historically Black campuses or schools with large minority populations

Five of the responses concerned advertising methods -- creation of special web site, advertising in urban newspapers for applicants, targeting mailings to minority associations, using list-serves, and advertising at historically Black campuses or schools

with large minority populations. Two responses cited creation of special programs aimed at increasing minorities on campus--minority fellowship program and minority internship program. One response referenced human resource data management--the creation of a system-wide minority data bank. Another unique response was the use of professional employment contractors, commonly known as headhunters, for assistance in locating minority candidates. The last response of interest was that of personal initiative and effort and may be the most effective strategy of them all.

CHAPTER V

SUMMARY OF THE FINDINGS AND RECOMMENDATIONS

The purpose of this chapter is to present a summary of the findings, along with the researcher's interpretation, regarding the study's two research questions and profiles developed based on the responses provided from the instrument. When appropriate, the findings are compared to other researchers' findings in the same field of concern. Recommendations to serve minority recruitment programs for administrators and faculty at community colleges and future studies are also presented.

Summary of the Findings

Developing profiles of participating two-year community college presidents, their administrators, and faculty members were major aims of this study. Key profile findings were:

64% of the presidents were White/Caucasian

56% of the community college presidents worked in community college settings for 1 - 20 years

64% of the presidents had doctorates

Only 3% of the minority administrators had doctorates

Only 4% of the minority faculty members had doctorates

69% of the minority administrators were Black/African American

54% of the minority faculty members were Black/African American

The ratio of faculty to administrators was 4 to 1

Opp and Smith (1992) found minority administrators to be positive predictors of the percentage of underrepresented minority faculty--the greater the number of minority administrators on campus, the more minority faculty. One possible explanation is minority administrators may serve as strong advocates for the need of greater minority representation at their institutions. Such advocacy would be expected to lead to the increase in the number of minority faculty hired. A second feasible explanation is having minorities in highly visible position sends a positive message to prospective minority faculty about the community college's commitment to diversity. Kline (2000) found minority professional staff (administrators) employed by community colleges were distributed as follows: African American 6.4%, Hispanic 4.3%, Asian American 3.3%, American Indian 1%. The problem of under-representation is not limited to faculty as the investigation reveals a similar predicament for minority administrators in northeast community colleges.The findings for the first research question (What factors do community college presidents identify as having an impact on recruiting minority administrators and faculty members?), the nine factors differed from those found

by Opp and Smith (1992). For reporting purposes, responses indicating agreement or disagreement with each of the nine factors, such as strongly agree and agree, have been combined.

1. The percentage of community college presidents agreeing with the factor of economic constraints making it difficult to hire additional minorities was 42% for administrators and 40% for faculty members. This was a lower percent then reported in the Opp and Smith (1992) who reported 69% agreed with the statement. This decrease may be the result of current economic conditions in the region which may have improved since 1992.

2. The percentage of community college presidents agreeing with the factor of affirmative action requirements significantly raising the cost of searches was 22% for administrators and 25% for faculty members. This finding is lower then the Opp and Smith (1992) who reported 32% agreed with the statement. This decrease may be the result of recent legal attacks on affirmative action, leading administrators to not place as much emphasis on affirmative action policies as in previous years.

3. The percentage of community college presidents agreeing with the factor of minorities fitting into their community was 72% for administrators and 78% for faculty members. This finding is consistent to the percentage reported by Opp and Smith (1992) study who reported 76% agreed with the statement. It appears

that community college presidents view their communities as welcoming minority educators.

4. The percentage of community college presidents agreeing with the factor of minorities hired primarily to staff ethnic studies programs was 3% for administrators and 3% for faculty members. This factor is not considered to be a major barrier to minority recruitment. Opp and Smith did not report on this factor in their 1992 study.

5. The percentage of community college presidents agreeing with the factor of attempts to influence departments to hire minorities raises the red flag of interference was 40% for administrators and 27% for faculty members. This finding is slightly higher than the percentage reported by Opp and Smith who reported 22% agreement with the statement.

6. The percentage of community college presidents agreeing with the factor that departments/division/institutes have difficulty hiring minority members because there are few minorities in their field was 47% for administrators and 40% for faculty members. Both figures are higher than 30% reported by Opp and Smith. Results suggest that a lack of minority candidates in academic areas may be a problem in the northeast United States. One possible explanation for this finding is there are not enough prospective minority candidates to meet the demand. The shortage could be the result of the maldistribution of academic majors among minority students. This situation would lower the number of

qualified minority applicants to be hired. The second possible explanation is community college presidents agreeing with this statement may not actively recruit minority faculty because of their perception that few, if any, prospective minority applicants are available. In summary, this lack of minority recruitment becomes a self-fulfilling prophecy.

7. The percentage of community college presidents agreeing with the factor that women and minorities are competing with each other for the same positions) was 48% for administrators and 52% for faculty members. Both figures are higher than the 40% reported by Opp and Smith.

8. The percentage of community college presidents agreeing with the factor that minority candidates prefer employment in business and industry to employment in community college was 23% for administrators and 33% for faculty. Both figures are lower than the 50% reported by Opp and Smith. The presidents participating in this study apparently do not view competition from business and industry for minority candidates as a major factor in staff recruiting.

9. The percentage of community college presidents agreeing with the factor of competition from four-year colleges and universities making it difficult to hire minority administrators and faculty members was 65% for administrators and 63% for faculty members. This factor was not included in the Opp and Smith (1992) study. This finding suggests community college presidents in the region

view competition from four-year college and universities as a major factor in the ability of community colleges to recruit minority staff.

The findings for the second research question, (What strategies do community college presidents use to recruit minority administrators and faculty members?) revealed interesting information. It is also interesting to note that many of the strategies that could increase recruitment of minority administrators and faculty members in the northeast United States are not utilized. For reporting purposes, responses indicating agreement or disagreement with each of the nine factors, such as strongly agree and agree, have been combined.

1. The two recruitment strategies used the most by community college presidents were advertising in media outlets with large minority audiences and including members from diverse racial/cultural backgrounds on search committees. Over 80% of the respondents reported these two methods to be productive for minority staff recruitment. One possible explanation for this finding is the inclusion of minorities on academic and administrative search committees allows under-represented groups at community college an opportunity to make a positive impact on the institution's leading method of attaining a multicultural campus. Another conceivable benefit is a minority representative takes the lead in the recruitment of minorities. Minority applicants often feel more comfortable when interviewing in the presence of other minorities.

2. The third most reported strategy by the community college presidents was having minorities serve on their college's advisory board. Over 77% indicated this recruitment strategy as a productive method for increasing minority representation at their community college. One viable explanation for this finding is that presidents may believe a minority presence serves as a concrete demonstration of their institution's commitment to diversity for prospective minority administrators and faculty. A second feasible explanation is that minorities on advisory boards serve as promoters for improving diversity on campus--such advocacy would be expected to persuade more minorities to be hired.

3. Another important strategy was having college officials meet with minority representatives of civic organizations. Over 62% of the community college presidents indicated their support of this strategy to increase minority candidates for administrative and faculty positions. The practicable benefits of this recruitment strategy are demonstrating the community college's commitment to communication with influential community minority groups by including them in the discussion of academic programs, and efforts to attract minority staff to their campus.

4. Encouraging staff members to make contact with minority scholars in their field to publicize available positions as a recruitment strategy for minority staff was given an agreement rating of 60%. This indicates the responding

community college president's desire to involve campus staff to improve representation. However, the strategy may be useless unless the current faculty and staff are given the opportunity to develop professional relationships outside the community college campus. Community college presidents can improve the effectiveness of this strategy to recruit minority staff by allowing faculty and administrators attend academic conferences and convention to increase their exposure to different groups within the same professional field.

5. The commitment to look to community support to aid diversity received a 58% agreement rating. Community college presidents supported inviting minority professionals for guest lectures. One feasible explanation for support of this strategy is it's added benefit of identifying qualified minority applicants when positions become available—an awareness directly relating to more minorities to be hired on campus. The second explanation is the strategy introduces possible minority applicants to the community college environment and can be useful to attract candidates not familiar with the campus. Another benefit is the increase in community awareness of the community college's effort to attain a multicultural campus.

6. The strategy of inviting minority professionals for part-time adjunct assignments was given a 52% rating by community college presidents as a strategy used to increase minority representation on their campus. However, Only 28% community college presidents reported they used the strategy of recruiting minorities in private enterprise jobs with the support of their employers

to teach part-time. This is surprising due to the need for communication between community partners is needed to accomplish the goal of increasing minority representation on the community college campus.

7. The tracking of resumes and applications of minorities to make sure they are not lost in the system due to human or technological error was favored by 50% of the community college presidents. Respondents feel such a policy at their campus has a positive effect on recruiting minority candidates.

8. Forty-seven percent of the community college presidents report they use the strategy of having college officials meet with minority business representatives. They appear to believe this strategy to be an effective method to recruit minority staff. The popularity of this strategy helps community college leadership identify minority candidates for adjunct positions.

9. Only 38% of the community college presidents report they ask the deans and department chairs to justify non-minority hires. This is a surprising response due the relative ease in which this policy could be put into practice. The critical review of all hiring procedures could benefit community colleges if the intent of a multicultural campus is a true goal of the institution.

10. Attempts to bridge with minority social organizations was given a relatively low rating. Only 38% of the community college presidents indicated that they have college officials meet with minority representatives of churches. The lack of the use of the strategy is disturbing, as many minorities gather in religious organizations for social support. This finding suggests an area where more focus

needs to be placed by presidents for increasing the number of minority administrators and faculty candidates for community colleges.

11. Only 20% of the community college presidents indicated they fill positions on a temporary basis if the applicant pool lacks minority candidates. The low agreement response is unfortunate because this is a means for communicating to the rest of the campus the president's commitment to a representational environment.

12. Few community college presidents reported using the next recruitment strategy to increase minority staff on their campus. Only 17% indicated they cancel searches for positions if the applicant pool lacks minority candidates. The reason for this low percent could be the tenuous shift in presidential priorities--to attain ethnic equilibrium or the need to have qualified faculty and administrators in critical positions. Use of this strategy would motivate departments to disseminate information about campus employment opportunities to minority applicants. An active recruitment process increases the numbers of minorities eventually hired if the community college presidents use this strategy. Also, canceling searches without minority candidates serves as a definite demonstration to prospective minority applicants of the institution's resolution to diversity and thus illustrate a commitment which will attract more prospective minority candidates to apply at these institutions in the region.

13. An extremely low number of community college presidents reported using the recruitment strategy of allowing their faculty members to teach on an

exchange basis at predominantly minority colleges. Only 2% indicated this recruitment strategy as a method to increase minorities on their campus. This result shows a lack of communication and creativity on the part of the community college presidents. Faculty and administrative exchange programs can benefit all partnering institutions by bridging campuses.

Recommendations

The following recommendations are based on the summary of the findings. The study's limitations are addressed as an integral part of the recommendations.

1. The investigation indicated some basic strategies for recruitment of minority administrators and faculty members are not being in use by many community colleges in the northeastern United States. Incorporating such strategies, such as asking the deans and department chairs to justify non-minority hires, filling positions on a temporary basis if the applicant pool lacks minority candidates, or canceling searches for positions if the applicant pool lacks minority candidates are not being be used by community college presidents in the region. These strategies, although political, are relatively easy to accomplish and would not interfere with normal job searches. These internal changes could demonstrate the commitment of community college presidents to administrator/faculty diversity programs on their campus. Other strategies, such as college officials meeting with minority business representatives, having

college officials meet with minority representatives of churches, or hiring minorities in private enterprise jobs with the support of their employers to teach part-time would strengthen ties with the local community. Finally, asking faculty members to teach on an exchange basis at predominantly minority colleges would allow interchange of resources and add support to efforts toward a multicultural community college campuses in the region.

2. Small and large and urban and rural community colleges in the northeast United States working together to recruit minorities would be an effective means of helping to increase under-represented populations to reflect student population demographics. Community college campuses would strengthen diversity of leadership because both students and staff would be exposed to diverse viewpoints and will be more suited to prepare current students to be more able once they enter the general workforce. In addition, since community college administrators and faculty act as role models and mentors, a diverse academic experience enables all students to think more critically and to rely on and apply their own knowledge and skills to the problems or projects presented to them. In addition, from the responses provided in this study, diversity is a goal that community college presidents feel worthy to pursue due to the beneficial effects that enable majority students to interacting with their minority leaders.

3. The need for effective minority education programs cannot be overstated. The results of this investigation support Piland and Sylvia (1996) who

suggest many campus efforts to educate students, faculty, and staff on minority issues have not resulted in desired actions taking place.

4. This study has focused on the community college president's responses towards recruitment of minority administrators and faculty members at community colleges in the northeast United States in efforts to achieve a campus staff representative of the population it serves. However, there is another area relating to the goal of multiculturalism—the retention of minority administrators and faculty members. This researcher suggests a similar study to be conducted in this area in northeast community colleges to provide a stronger milieu.

5. Investigation should be conducted similar to the one presented in this dissertation for other community college regions in the United States. Such studies would provide more comprehensive data and more extensive reflection of community college president's involvement in minority administrator and faculty recruitment. In this study, only the northeast United States was analyzed--studies similar to the one in this dissertation should be completed for other regions of the United States. This would provide more comprehensive data and more extensive reflection of the factors and strategies to the recruitment of minority administrators and faculty of community colleges.

6. The responses of the community college presidents may not accurately reflect their true opinions. This issue of minority recruitment could cause community college presidents' to express their ideal vision instead of actual conditions on their campus. This is a common problem when data is self-

reported and contingent upon how the subjects perceive the academic social environment.

7. The survey instrument was a major problem. Problems with the survey instrument used by this researcher were numerous and hindered efforts to answer the research questions. Some of the more severe problems included: (a) participants were limited by the ill conceived items contained in the instrument; (b) items used to determine the current strategies for the recruitment of minorities grouped both administrators and faculty together; (c) items used to gather information concerning the subjects were incomplete, such as allowing the ethnic group "other" to be included in survey; and (d) the section concerning campus demographics neglected to include Ed.D. as an option for subject and may have affected the outcome regarding the number of administrators and faculty members. This researcher recommends that future investigations do not use the survey instrument used in this study. Its use, as well as the Opp and Smith survey instrument, should be discontinued and an entirely new instrument developed. Another limitation was that the population was of community college presidents was too small.

This study, as with the small number preceding it, defined its goal as how to understand the concerns, needs, and factors which define the problems of under-representation of minority administrators and faculty members in the United States. Yet, since this study is fixed on the opinions and perceptions of its subjects, the research only presented a small picture of the efforts of community

college presidents' efforts to achieve multicultural balance. It is the hope of this researcher that the desire to achieve the benefits of a diverse academic community will motivate the leadership of our great nation's community colleges to focus on equity during their watch.

However, as previously mentioned, the results of this study are consistent with findings in other studies conducted by a variety of researchers. Wolverton (1998) suggested a process of dramatic institution-wide change that focuses leadership towards collaboration and coordination with other institutional forces required bringing about desired changes that support a diverse administration and faculty. Of equal prominence to be mentioned are other studies conducted to determine how factors to recruitment and the strategy to recruit affect the academic performance of the growing number of minority students rely heavily on the perceptions of the institution's president. This study along with others (Evelyn, 1998, Foote, 1991, Vaughan and Weisman, 1998, & Vaughan, 1996) presents findings that show the promise of community college president as catalysts for change to be eclipsed by the dominance of the White/Caucasian ethnic group. However, it is of great importance that researchers practice caution when presenting their results so as to ensure that the overall concern for the lack of minorities in leadership positions on the campuses of community colleges is not lost in the statistical analyses.

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Date: 9/13/2002 11:29 AM
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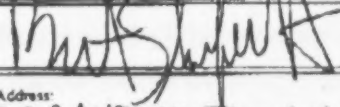
Signature: 	Printed Name/Position/Title: BRETT STRATTON SHUFELT	
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